

**Texas Education Agency  
Standard Application System (SAS)**

**COPY**

**2018–2019 School Transformation Fund - Planning**

<b>Program authority:</b>	P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement	<b>FOR TEA USE ONLY</b> Write NOGA ID here:
<b>Grant Period:</b>	July 9, 2018 to May 31, 2019	
<b>Application deadline:</b>	5:00 p.m. Central Time, May 29, 2018	Place date stamp here.  RECEIVED TEXAS EDUCATION AGENCY MAY 29 2018 5:03 PM
<b>Submittal information:</b>	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:  Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
<b>Contact information:</b>	Doug Dawson: <a href="mailto:doug.dawson@tea.texas.gov">doug.dawson@tea.texas.gov</a> ; (512) 463-2617	

**Schedule #1—General Information**

**Part 1: Applicant Information**

<b>Organization name</b>	<b>County-District #</b>	<b>Campus name/#</b>	<b>Amendment #</b>
The Lawson Academy	101864	The Lawson Academy	
<b>Vendor ID #</b>	<b>ESC Region #</b>	<b>DUNS #</b>	
1760496051	04	19-589-5565	
<b>Mailing address</b>	<b>City</b>	<b>State</b>	<b>ZIP Code</b>
P.O. Box 88327	Houston	TX	77004

**Primary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Cheryl	G	Lawson	Superintendent
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
(713) 741-3600	<a href="mailto:clawson@walipp.org">clawson@walipp.org</a>		(713) 741-3603

**Secondary Contact**

<b>First name</b>	<b>M.I.</b>	<b>Last name</b>	<b>Title</b>
Marthea		Raney	Principal
<b>Telephone #</b>	<b>Email address</b>		<b>FAX #</b>
(713) 225-1551	<a href="mailto:mranev@theLawsonAcademy.org">mranev@theLawsonAcademy.org</a>		(713) 225-1561

**Part 2: Certification and Incorporation**

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

**Authorized Official:**

First name	M.I.	Last name	Title
Cheryl	G	Lawson	Superintendent
Telephone #	Email address		FAX #
(713) 741-3600	<a href="mailto:clawson@walipp.org">clawson@walipp.org</a>		(713) 741-3603
Signature (blue ink preferred)		Date signed	



Only the legally responsible party may sign this application.

**701-18-113-004**

**Schedule #1—General Information**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <a href="#">General and Fiscal Guidelines</a> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <a href="#">General Provisions and Assurances</a> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <a href="#">Debarment and Suspension Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <a href="#">Lobbying Certification</a> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	The applicant provides assurance that they will submit either a strategy or implementation plan, using a TEA approved format, developed with the school transformation partner, by June 1, 2019.
8.	For <b>New School Planning</b> models ( <b>Reset</b> and <b>Fresh-Start</b> ), the applicant provides assurance that they will launch or relaunch schools within the local educational agency (LEA) that will guarantee and prioritize enrollment for students who attend a 2017–2018 Priority School or 2017–2018 Focus School.

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**Schedule #4—Request for Amendment**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	<a href="#">Indirect cost</a> ( %):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 4: Amendment Justification**

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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**Schedule #5—Program Executive Summary**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Lawson Academy ("The Academy") is a public charter school and is listed as a Focus School in the 2017-2018 academic year. Using the **Talent Transformation Model**, the Academy will utilize strategies that will increase the quality of leadership and instructional staff to improve student outcomes. These staff improvements are designed to increase the number of students who master grade-level content because of the Academy's aggressive action to create better options for students. The Academy was an Improvement Required school in 2017-2018 and will be developing and implementing an update to the 2017-2018 Targeted Improvement Plan (TIP) for the 2018-2019 academic year. The Academy will use the **Talent Transformation Model** to support the development of a strategic staffing initiative.

Students enrolling at The Lawson Academy come from elementary schools in Houston's inner city, most of which are part of Houston ISD. In 2017-2018, 74.67% of enrolling 6<sup>th</sup> graders scored "Did Not Meet" or "Approaches" in the prior year STAAR Reading examination. Only 21.33% of enrolling 6<sup>th</sup> graders scored "Meets" or "Masters" in the prior year STAAR Reading examination. The remainder of enrolling students were not tested (e.g., previously out-of-state, private school, home schooled, etc.). In the Math examination, 80% of enrolling 6<sup>th</sup> graders scored "Did Not Meet" or "Approaches" in the prior year STAAR examination.

The Lawson Academy accepts students and then works to bring them up to their current grade level. Our desire is to put structures in place that address the learning deficits of students.

There are four (4) key strategies to be used in delivering on our Talent Transformation Model:

1. Summer Academy;
2. Self-contained classrooms;
3. Foundation classes; and
4. Faculty development, performance and retention.

1. **Summer Academy** will provide two (2) weeks of academic preparation for newly enrolling students. Participants will primarily be 6<sup>th</sup> grade students, although enrolling 7<sup>th</sup> or 8<sup>th</sup> grade students may participate. Academic content will be focused on remedial reading and mathematics, preparing students to be successful in their first year with The Lawson Academy. Summer faculty will utilize direct instruction since evidence demonstrates that clear lesson goals help faculty and students to focus every other aspect of the lesson on what matters most. Class sizes will be kept small to maximize student learning. Tablet computers and other instructional tools will be used to support classroom delivery, using self-paced learning applications. Resources provided to summer faculty will include professional development that continues into the fall semester for all faculty and staff of The Academy. Classes will take place for a six-hour day (8:00 am to 2:00 pm) for five days per week. Since The Academy is a single-gender school, there will be classes for boys and classes for girls. Students will receive breakfast and lunch.

2. **MasterClass:** At The Lawson Academy, formative assessments are performed on all students enrolling in reading and mathematics. Multiple instruments are used, including Mammoth Math, Universal READ 180 and STAAR results from the prior year. The majority of incoming students are reading more than three grades below the current grade level. Similarly, mathematics grades for incoming students are more than two grades behind. With adolescent cognitive growth occurring continuously, middle school students require multiple forms of instruction and experiential learning in order to fully develop (National Middle School Association, 2010). However, many middle school students have shown declines in academic achievement and motivation while developing negative perceptions toward their school environment (The Carnegie Corporation's Turning Points 2000: Educating Adolescents in the 21st Century, Jackson & Davis, 2000). Transitions between classes in middle school can cause significant anxiety for students who have learning deficits. To bring students up to the current grade level, fall semester instruction will be conducted in **Self-Contained Classroom(s)** with two (2) teachers. Science and Social Studies instructors come to the Master Class and student only rotate out of the classroom for PE/Health and PBL classes daily. Evidence-based instruction in these self-contained classrooms will incorporate learning strategies for student learning, e.g., helping students record and represent knowledge and managing response rates with tiered questioning techniques.

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**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

All students will benefit from instruction in content designed to increase foundation skills (math: addition, subtraction, multiplication, etc. and reading: references, sentence structure, inferences, etc.). The use of **Foundation Classes (one for Math and one for Reading)** enables the Foundation Class teacher to deliver concepts that may have been missed or misunderstood in an earlier grade. Analysis of student data indicates that elementary school content must be re-taught and then scaffolded into current grade level instruction. The Foundation Class is to be infused with technology resources. All students attend this class to increase foundation content knowledge in mathematics and in reading. Tablet computers and other instructional tools will be used to support classroom delivery, using self-paced learning applications. Students will receive one-on-one tutoring supports as an adjunct instructional model to become conversant with all math foundation concepts.

Creating teaching and learning conditions as listed above, will help The Lawson Academy to attract and retain qualified educators. Through the implementation of strategies including novice-teacher mentoring, differentiated compensation based on role and contribution, and professional development using Marzano Center resources including the high reliability school model (<http://www.marzanocenter.com/>). It has been shown that teachers must be trained to make significant shifts in their pedagogy to move to student-centered strategies, and to support student learning by scaffolding content from basic knowledge to complex application. Standup instruction and online learning will be implemented throughout the school year.

The adoption of the Summer Academy, Self-Contained Classrooms, Foundation Classes and professional development will be sustainable as they represent an additive approach that builds on the strengths of the campus personnel and community. The Academy will maintain absolute fidelity to its campus-developed Campus Improvement Plans and will utilize a collaborative, cyclical process for analysis student data to monitor Critical Success Factors (CSFs). Ongoing, just-in-time feedback on professional practices will be implemented throughout the year, delivered by campus leadership during classroom walkthroughs, weekly performance analysis and T-TESS conferences.

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**Schedule #6--Program Budget Summary**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

Program authority: P.L. 114-95, ESEA, as amended by ESSA, Title I, Part A, Section 1003, School Improvement

Grant period: July 9, 2018 to May 31, 2019

Fund code: 211

**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$151,900	\$71,500	\$223,400
Schedule #8	Professional and Contracted Services (6200)	6200	\$23,500	\$	\$23,500
Schedule #9	Supplies and Materials (6300)	6300	\$50,000	\$	\$50,000
Schedule #10	Other Operating Costs (6400)	6400	\$2,750	\$	\$2,750
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input type="checkbox"/> No	
Total direct costs:			\$228,150	\$71,500	\$299,650
Percentage% <u>indirect costs</u> (see note):			N/A	\$	\$
Grand total of budgeted costs (add all entries in each column):			<b>\$228,150</b>	<b>\$71,500</b>	<b>\$299,650</b>

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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**Schedule #7—Payroll Costs (6100)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
<b>Academic/Instructional</b>				
1	Teacher	12		\$117,500
2	Educational aide	6		\$22,500
3	Tutor			\$
<b>Program Management and Administration</b>				
4	Project director	1		\$30,000
5	Project coordinator	1		\$4,000
6	Teacher facilitator	1		\$2,500
7	Teacher supervisor			\$
8	Secretary/administrative assistant			\$
9	Data entry clerk			\$
10	Grant accountant/bookkeeper	1		\$10,000
11	Evaluator/evaluation specialist			\$
<b>Auxiliary</b>				
12	Counselor	2		\$8,400
13	Social worker			\$
14	Community liaison/parent coordinator			\$
<b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b>				
15				\$
16				\$
17				\$
18				\$
19				\$
20				\$
<b>Other Employee Positions</b>				
21	Instructional Coach	2		\$25,000
22	Title			\$
23	Title			\$
24	Subtotal employee costs:			\$219,900
<b>Substitute, Extra-Duty Pay, Benefits Costs</b>				
25	6112 Substitute pay			\$3,500
26	6119 Professional staff extra-duty pay			\$
27	6121 Support staff extra-duty pay			\$
28	6140 Employee benefits			\$
29	61XX Tuition remission (IHEs only)			\$
30	Subtotal substitute, extra-duty, benefits costs			\$3,500
31	<b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b>			<b>\$223,400</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #8—Professional and Contracted Services (6200)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**NOTE:** Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

**Professional and Contracted Services Requiring Specific Approval**

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$5,000
	Classrooms for Summer Academy	
<b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>		<b>\$5,000</b>
<b>Professional and Contracted Services</b>		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions)	\$
2	Comprehensive Needs Assessment & Analysis	\$5,000
3	Faculty training & resources	\$10,000
4	Technical installation & support	\$3,500
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
<b>b. Subtotal of professional and contracted services:</b>		<b>\$18,500</b>
<b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>		<b>\$</b>
<b>(Sum of lines a, b, and c) Grand total</b>		<b>\$23,500</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b><u>Schedule #9—Supplies and Materials (6300)</u></b>		
County-District Number or Vendor ID: 101864		Amendment number (for amendments only):
<b>Supplies and Materials Requiring Specific Approval</b>		
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6300	Total supplies and materials that do not require specific approval:	\$50,000
<b>Grand total:</b>		<b>\$50,000</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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<b>Schedule #10—Other Operating Costs (6400)</b>		
County-District Number or Vendor ID: 101864		Amendment number (for amendments only):
<b>Expense Item Description</b>		<b>Grant Amount Budgeted</b>
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$2,750
<b>Grand total:</b>		<b>\$2,750</b>

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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**Schedule #11—Capital Outlay (6600)**

County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
<b>6669—Library Books and Media (capitalized and controlled by library)</b>				
1		N/A	N/A	\$
<b>66XX—Computing Devices, capitalized</b>				
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
<b>66XX—Software, capitalized</b>				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
<b>66XX—Equipment, furniture, or vehicles</b>				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
<b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b>				
29				\$
<b>Grand total:</b>				<b>\$</b>

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	250	85%	
Limited English proficient (LEP)	2	0%	
Disciplinary placements	5	2%	
Attendance rate	NA	95%	
Annual dropout rate (Gr 9-12)	NA	N/A%	The Academy is a middle school, no 9-12 enrollment
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	6	50%	
6-10 Years Exp.	6	33%	
11-20 Years Exp.	2	17%	
20+ Years Exp.	0	0%	
No degree	0	0%	
Bachelor's Degree	12	83%	
Master's Degree	2	17%	
Doctorate	0	0%	

**Part 2: Students/Teachers To Be Served With Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

**School Type:** ☐ Public ☒ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

**Students**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							85	85	80					250

**Teachers**

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							8	3	3					12

**For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lawson Academy students are classified as 100 percent minority and 85% economically disadvantaged. As compared to Texas as a whole, The Academy's students underperformed on the statewide State of Texas Assessments of Academic Readiness (STAAR) in 2015-2016 and again in 2016-2017. The Academy has a higher percentage of new teachers with zero to 5 years experience (80 percent) than those with 11 or more years experience (10 percent).

Since The Lawson Academy is a single-gender school, boys learn only with other boys and girls learn only with other girls. Staffing for Summer Academy, Foundation Class and Self-Contained Class will follow this single-gender model for teachers.

The Campus Leadership Team has conducted a comprehensive needs assessment and created a written Campus Improvement Plan (CIP). The needs assessment process includes analysis of the following data: student data (STAAR, TELPAS, Stanford 10), campus attendance, PEIMS data, and group and individual stakeholder experiences (via interviews of school leadership, faculty and staff, students and families). Formative data is collected at the beginning of the year, middle of the year and end of the year using STAAR released tests and Stanford 10. In addition to the data described above, a Root Cause Analysis was also conducted by the Campus Leadership Team who questioned "why" to determine the deepest underlying cause of negative results. Given the IR status (Year 2) of The Lawson Academy, the TEA-mandated Professional Service Provider has partnered with internal personnel to prioritize needs.

Senior staff of The Lawson Academy has identified and prioritized these areas as in need of improvement, based on the campus improvement plan:

1. Student Learning Deficits, which includes support for core subject academic performance (reading, writing, and mathematics),
2. Teacher quality, and
3. A sustainability plan.

Priority 1, student learning deficits, includes a strategic support for enrolling student remedial learning and ongoing in-school remedial education in mathematics and reading.

Priority 2 will be addressed through on-site and ongoing professional development and district review of various compensation plans to incent teacher retention.

Priority 3 will be based on our additive approach of building on campus strengths and incorporating the roles of Campus Leadership Team members as advocates of excellence campus-wide. An outside partner will be engaged to conduct a sustainability plan which includes campus leadership, guaranteeing buy-in at the local level. The use of an outside consultant partner will definitely strengthen The Academy's internal needs assessment expertise while simultaneously ensuring even greater improvement in student performance.

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Changes on this page have been confirmed with:

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By TEA staff person:

**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<b>Student Learning Deficits (math):</b> Incoming 6 <sup>th</sup> grade students are 2 or more years behind in mathematics based on formative assessments.	<ol style="list-style-type: none"> <li>1. Provide summer Academy for remedial mathematics education (2 6<sup>th</sup> grade classes for boys, 3 6<sup>th</sup> grade classes for girls).</li> <li>2. Provide faculty for Foundation Classes for Mathematics to teach elementary-level concepts (1 for boys, 1 class for girls).</li> <li>3. Maintain a clear, sustained focus on student outcomes through formative testing at the beginning, the middle and the end of the academic year.</li> </ol>
2.	<b>Student Learning Deficits (reading):</b> Incoming 6 <sup>th</sup> grade students are 2 or more years behind in reading based on formative assessments.	<ol style="list-style-type: none"> <li>1. Provide summer Academy for remedial reading education (3 6<sup>th</sup> grade classes for boys, 2 6<sup>th</sup> grade classes for girls).</li> <li>2. Provide faculty for Foundation Classes for Reading to teach elementary-level concepts (1 for boys, 1 for girls).</li> <li>3. Maintain a clear, sustained focus on student outcomes through formative testing at the beginning, the middle and the end of the academic year.</li> </ol>
3.	<b>Student Learning Deficits:</b> Some 6 <sup>th</sup> grade students benefit from a self-contained classroom environment.	<ol style="list-style-type: none"> <li>1. Provide certified faculty teacher for self-contained 6<sup>th</sup> grade classroom for "Master Classes" (1 for boys, 1 for girls).</li> <li>2. Provide quality co-teacher(s) for self-contained 6<sup>th</sup> grade classroom for "Master Classes" (1 for boys, 1 for girls).</li> <li>3. Maintain a clear, sustained focus on student outcomes through formative testing at the beginning, the middle and the end of the academic year.</li> </ol>
4.	<b>Teacher Quality:</b> too few highly effective educators are attracted and retained.	<ol style="list-style-type: none"> <li>1. Enhance teacher effectiveness in the classroom by preparing students to become successful in grade-level content.</li> <li>2. Increase talent strategies including mentor teacher(s) and differentiated pay structures.</li> <li>3. Initiate pay-for-performance award system, mirroring local district incentives.</li> </ol>
5.	<b>Sustainability:</b> once the grant funds are awarded, the funded strategies must be ongoing.	The Lawson Academy has the capacity to sustain the program after the project ends. By leveraging the phase-in model through the TEA School Transformation Fund grant, it will allow the district to conduct long range quality planning, refine the campus culture, and pilot and kick start highly effective teaching and learning practices that will drive the short and long-term improvements necessary for The Lawson Academy. During the first year, The Lawson Academy will access additional thought partners to help define the processes to improve campus performance.

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By TEA staff person:

**Schedule #14—Management Plan**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Teacher	Adhere to the scope and sequence outlined in the campus curriculum for students grades 6-8. Incorporate direct instruction, discussion, projects and cooperative work to engage students, keep classes focused and infuse a lasting desire to learn. Work cooperatively with special education teachers to modify curricula as needed for special education students according to guidelines established in Individual Education Plans (IEP). Use technology to strengthen the teaching/learning process. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements. Participate in weekly meetings regarding data disaggregation, TEKS objectives, and alignment with student homework, formative, and summative assessments with STAAR standards. Follow the school's policies and procedures for student conduct and discipline and refuse to tolerate classroom disruptions.
2.	Teacher Aide	Discuss assigned duties with classroom teachers in order to coordinate instructional efforts. Prepare lesson materials, bulletin board displays, exhibits, equipment, and demonstrations. Present subject matter to students under the direction and guidance of teachers, using lectures, discussions, or supervised role-playing methods. Tutor and assist children individually or in small groups in order to help them master assignments and to reinforce learning concepts presented by teachers. Distribute teaching materials such as textbooks, workbooks, papers, and pencils to students. Distribute tests and homework assignments, and collect them when they are completed. Enforce administration policies and rules governing students.
3.	Summer Academy Principal	Supervise, train, and evaluate the performance of staff assigned to the Summer Academy; provide counseling, coaching, and assistance. Provide leadership, direction, and support to ensure that instructional and curricular programs are fully and appropriately implemented. Provide leadership to the staff in assessing school needs and effectiveness and determining objectives as the basis for developing long- and short-range plans. Effectively implement the district approved curriculum program. Facilitate staff innovation to improve instructional practices; coordinate pilot programs.
4.	Part-Time Counselor	Develops and maintains a written plan for effective delivery of the Summer Academy counseling program based on current individual school data. Works cooperatively with teachers to support special education students according to guidelines established in Individual Education Plans (IEP). Communicates the goals of the comprehensive school counseling program to education stakeholders (i.e., administrators, teachers, students, parents, and community/business leaders).
5.	Instructional Coach	Brings evidence-based practices into classrooms by working with teachers and other school leaders. Emphasizes one-on-one and small group support for teachers using evidence-based literacy strategies with the goals of increasing student engagement, improving student achievement, and building teacher capacity.

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Implement Summer Academy	1. Develop Academy curriculum	07/09/2018	06/22/2018
		2. Staff teaching team	07/09/2018	06/29/2018
		3. Enroll 6 <sup>th</sup> graders & deliver formative assessments	07/09/2018	07/09/2018
		4. Deliver instruction	07/16/2018	08/10/2018
		5. Conduct summative assessment and report	08/01/2018	08/17/2018
2.	Implement Self-contained Classes	1. Staff Self-Contained teachers (boys & girls campus)	07/18/2018	07/27/2018
		2. Design curriculum and resources	07/09/2018	08/10/2018
		3. Faculty professional development	08/13/2018	08/24/2018
		4. Monitor student and faculty performance	08/27/2018	05/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	Foundation Classes	1. Staff Foundation teachers (boys and girls campus)	07/09/2018	07/27/2018
		2. Design curriculum and resources	07/09/2018	08/10/2018
		3. Faculty professional development	08/13/2018	08/24/2018
		4. Monitor student and faculty performance	08/27/2018	05/31/2019
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	Faculty Professional Development	1. Design curriculum and resources	07/09/2018	07/13/2018
		2. Contract for standup presentations	07/16/2018	07/27/2018
		3. Deliver onsite and online learning	08/13/2018	05/31/2019
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
6.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
7.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Goal Monitoring:** The Targeted Improvement Plan has been adopted as an ongoing instrument to measure goal attainment. The Campus Leadership Team is involved in the ongoing evaluation, feedback, and improvement process. All changes are documented in writing and shared via email, weekly Campus Leadership Team meetings, content team meetings and Professional Learning Communities. Parents and community members are updated through letters, email, the website, monthly newsletter, parent-teacher conferences, Parent Nights, board meetings and other outlets.

**Assessments:** Pre- and Post-Assessments allows measurement of student knowledge before and after instruction of Summer Academy. Review of student success determines curriculum content for subsequent session(s). Summative student results will support ongoing learning for students in the Fall 2018 semester.

**Diagnostic Team:** The diagnostic review and planning efforts will focus on school leadership, the turnaround conditions, current level of social trust, the alignment of instruction and assessment to standards, and processes for teachers to work together to improve instruction and encourage the sense of urgency required for turnaround. The diagnostic team will review student performance data (disaggregated); observe and assess classroom instruction; assess school culture; assess the level of social trust based on a survey of teachers, parents, administrators and students; conduct focus groups with teachers, parents, community members; assess the state of data-driven practices and define the process.

**Action Plan:** Based on the diagnostic report, the coalition will develop an action plan that addresses the following:

- Student success: Accelerating all students to be at grade level or meet STAAR/EOC Indices.
- Specific scope and sequence
- Teacher-led professional learning communities (PLCs): Time and support for grade- or subject-based PLCs that focus on data analysis to support effective Tier I instruction aligned with standards.
- Annual performance targets for student outcomes and leading indicators of progress aligned with meeting state standards under the accountability system.

The Targeted Improvement Plan will include the specific actions and steps the partnership team will take to support the improvements.

**Ongoing Monitoring of Student Outcomes:** We will implement a monitoring system designed to provide snapshots of student progress as well as diagnostic information, likely utilizing our student data software. In addition, teachers will be trained on how to embed assessment items in projects to monitor students and implement a student artifact protocol to assure that projects are implemented at appropriate rigor.

**Role of PLCs in Continuous Improvement Process:** We strongly believe that teachers have the biggest impact on student learning. The project team will develop a detailed plan for engaging teachers in the process of improving Tier 1 instruction through the use of professional learning communities facilitated by coaches. We are developing a model for PLCs that includes intensive instructional coaching. The coaching includes use of the Reformed Teaching Observation Protocol (R-TOP) instrument to assist teachers and administrators on focusing instruction utilizing research-based instructional strategies, TEKS coverage, College and Career Readiness Standards (CCRS) alignment, and content at the appropriate rigor/depth of knowledge. Teachers also learn to use the protocol to evaluate videos of their own teaching.

RTOP: [http://physicsed.buffalostate.edu/AZTEC/RTOP/RTOP\\_full/about\\_RTOP.html](http://physicsed.buffalostate.edu/AZTEC/RTOP/RTOP_full/about_RTOP.html)

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**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 4: Sustainability and Commitment.** Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

There are no efforts which are ongoing or existing similar to the planned project.

The Lawson Academy has the support of its Board of Directors and campus leadership to remain committed, and it is part of the work they are currently charged to undertake with the full support of the Superintendent. Funding of this grant will enhance the delivery of critical remedial and foundation learning to struggling students. With students near to grade-level in mathematics and reading, all other instruction will benefit since faculty will require less scaffolding to 'catch up' these students. The Board of Directors is sincerely supportive of this project, as stated during a public meeting on April 28, 2018.

**Sustainability**

It is our belief that the TEA School Transformation Fund Grant funds will provide the additional resources needed to jump-start Lawson Academy on the path to becoming a high-achieving school. By growing enrollment, we will have the opportunity to maintain the programs that the grant is able to fund. We also believe once the school meets standard, there will be grant opportunities to further develop Lawson as a model Charter Academy.

**Stakeholder Planning Teams:**

Planning Teams provide voice and input on the school design and help build relationships and trust with local families. Stakeholders have the opportunity to serve on Planning Teams. The Planning Teams will be established in the first months of the grant. These teams are intended and employed for a high degree of engagement in various topics to come to recommendations/decisions on a wide variety of topics.

In addition to teachers, students, and parents. Teams may include community organizations providing opportunities for community volunteers, or City/County staff with interest or expertise in the academy. Examples of topics tackled by Planning Teams are: school culture and climate; out-of-school time; calendar and bell schedule; student health.

**Advisory Board:**

Lawson will create an advisory board from the community that consists of representatives from the Academy, school board, district, community, higher education, and businesses to support and guide facility requirements, resource acquisition, curriculum development, internships, externships, and student/community outreach to ensure a successful academic and career pipeline.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Monitoring	1.	PLC Meeting Reports
		2.	Leadership Team Meeting Reports
		3.	Report cards
2.	Evaluation	1.	Evaluation Surveys
		2.	Feedback Surveys
		3.	Report cards
3.	Exit Tickets	1.	Faculty reporting
		2.	Progress notices
		3.	Report cards
4.	Assessments	1.	Curriculum Checkpoints
		2.	Report cards
		3.	Individualized student plans
5.	Semester Performance	1.	Report cards
		2.	Individualized student plans
		3.	
6.		1.	
		2.	
		3.	
7.		1.	
		2.	
		3.	
8.		1.	
		2.	
		3.	
9.		1.	
		2.	
		3.	
10.		1.	
		2.	
		3.	

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The district office will be responsible for ensuring that all grant data is collected on schedule, is complete and accurate, and complies with statewide evaluation requirements and expectations. The program-level data, including needs assessments, pre- and post-tests results for summer and school-year sessions, formative assessments, and student participation data will be organized and reviewed by campus leadership prior to submission. The Lawson Academy will hire an independent evaluator who will meet quarterly to discuss the evaluation plan and progress, and collaborate with the campus leadership team.

**Student Data**

Lawson has ongoing review of school data. If students are not being successful as measured by Benchmarks and local assessments the Administrative Team will develop interventions to address shortcomings. This occurs during PLC time for teachers and at the end of each grading period for administration. The team will meet monthly to go over progress with analyzing individual, sub-population, and grade level data to assure that students meet the accountability targets.

Lawson staff are already familiar with examination of student data. Each student receives a personalized learning plan. Students are assigned a success coach to work on meeting STAAR/EOC as well as their pathway to the High School. Student cohorts are evaluated and STAAR scores are analyzed by individual TEKS, and if standards are not met those TEKS are re-taught.

**Corrective Actions**

The Leadership Team will review all data available. One of the biggest challenges of implementing any intervention is "fidelity" to the model. Lawson will develop rubrics to assure fidelity to the Marzano model.

One of the activities that will occur each semester is completing the rubric and triangulation of results. The rubric will be completed by teachers, select students (with guidance), administration, and Planning Team participants. Results will be compared for each group. Where there is agreement, confidence will be high that Lawson is making progress. Where there are areas of disagreement, there will be a review of the data and interventions will be implemented to assure fidelity. This is a collaborative process that also facilitates healthy discussion and clarification to unify operational definitions of the instructional model.

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By TEA staff person:



**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Statutory Requirement 1a:** Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lawson Academy is a 2017-2018 Focus School. The District and the campus leadership teams use the Texas Accountability Intervention System (TAIS) to develop and implement a targeted school improvement plan with the goal of identifying educational strengths and areas of need and revealing future priorities and areas of focus. It is the centerpiece of The Lawson Academy's educational planning process and the driving force for improving school performance. The district will develop an internal and external communication strategy so that all stakeholders are informed and have the opportunity to have their voices heard.

The development of the plan begins with appointment of a planning team composed of educator, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data analysis using a standardized process aligned to TAIS and the requirements of the Every Student Succeeds Act. The analysis examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding. The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced must be fully addressed in the targeted school improvement plan and are used to justify budget projections. Issues are examined and addressed in the Campus Improvement Plan. The Lawson Academy's standardized TAIS process consists of four stages:

**Stage I: Data Analysis** – A data analysis process is outlined, findings of which feed the needs analysis process and improvement plan; however, the campus chooses the data analysis process utilized. The campus team conducts a thorough review of all data down to the student level and by the new state indexes, which leads to the identification of problem statements.

**Stage II: Needs Assessment** – A thorough needs assessment process is outlined, findings of which reveal root causes and inform improvement planning. The campus team conducts a needs assessment to identify root causes. An Executive Summary is written for each focus area and includes: responses to focus area questions, disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

**Stage III: Implementation and Monitoring** – An implementation and monitoring process is outlined. Also, the improvement plan progress is reviewed and feedback is provided based on goals and actions.

**Stage IV: Improvement Plan** – A planning process to develop an improvement plan is outlined, which addresses findings from the data analysis and needs assessment process. An improvement plan includes a summary of the data analysis and needs assessment findings, resulting goals, and determined actions that directly address areas of low performance, and any required interventions. The campus team may use planning resources to develop actions/strategies for improvement.

The district will develop a tracking system so that the student progress can be monitored every six weeks. Access to academic support including tutors, counselors and mentors will also be in place.

The Academy will maintain absolute fidelity to its campus-developed school improvement plans and will utilize a collaborative, cyclical process for analyzing student data to monitor Critical Success Factors (CSFs). For strategies which are found to be ineffective or can be replaced by additional evidence-based strategies, school improvement plan updates will be recorded, reported to stakeholders and implemented as soon as possible.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Statutory Requirement 1b:** Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the applicant will monitor school improvement plans upon submission and implementation, and implement additional action following unsuccessful implementation of such plan after a number of years determined by the applicant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lawson Academy is a Schoolwide Title I, Part A campus. Therefore, The Lawson Academy is able to use Title I, Part A funds to supplement services, programs and activities that impact the entire school population. Campus administrators develop appropriate Campus Improvement Plans and development of the corresponding budget to ensure Title I, Part A funds are used to provide supplemental funding for items specified in the Campus Improvement Plan. Appropriate use of funds includes:

- Implementation of reform strategies that provide opportunities for all children, particularly the needs of children of target populations;
- Instructional materials and supplies;
- Instruction by highly qualified professional staff;
- High quality and ongoing professional development for teachers, principals and paraprofessionals;
- Strategies to attract high-quality teachers to high-need schools;
- Parental involvement; and
- Effective, timely additional assistance for students who experience difficulty mastering any of the state's standards.

The Lawson Academy will conduct programmatic and budget review semi-annually to ensure funds are being used only to address instructional needs that are identified in the Campus Improvement plan and directly lined to The Lawson Academy's needs assessment.

The Lawson Academy utilizes Plan4Learning, an online-based software that assists with the comprehensive needs assessment, improvement plan, and evaluation. Additionally, it has built-in state compensatory education documentation budget and personnel tracking. Plan4Learning also fosters State and federal Title I compliance by requiring campuses to report on performance and goal attainment.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Statutory Requirement 1c:** Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lawson Academy secures external providers to perform work only when it determines that the service is not available from existing resources. External partners are expected to be limited for this grant, since the majority of funds are to be used for teachers, teacher aides and campus leadership. The Lawson Academy will contact the Education Service Center, other districts who have done similar work and TEA for the names of individuals who have done work in the area that is needed. When used, the district vets external partners a number of ways. Depending on the scope of the project, the district will submit a Request for Proposal (RFP) which details the scope of the work and the specific characteristics the district is seeking. The District adheres to the RFP process and makes a determination whether to award or not award to the partners. The standard process is as follows:

**Step One:** Ensure independent contractor status of potential provider. District employees may only provide professional services in limited, defined circumstances.

**Step Two:** Determine the scope of service and budget parameters; conduct initial conversations to communicate needs and determine which provider will best meet them; and evaluate the offers based on fee, quality, timeline, etc.

**Step Three:** Check references. Selection team members contact other schools or districts that have worked with the provider. This step may involve a telephone call or visits by members of the selection team to the school(s) for site visits and interviews. Competitive process requires at least three (3) signed reference checks.

**Step Four:** Select the service provider with the highest indicators of competence and qualification to perform the services at a fair and reasonable price. Every effort is made to ensure the provider offers services that have the following characteristics (Guide to Working with External Providers, 2012, American Institute for Research):

1. Aligned With Established Goals
2. Long Term
3. Customized
4. Research-Based
5. Capacity Building

**Step Five:** Obtain approval and execute contract. All contracts valued in an amount of \$25,000 or more will require approval by the WALIPP Board of Directors. The Board may pose questions on the process used to select the service provider, the services to be received relative to the fee, the qualifications and competency of the service provider, and the availability of other service providers in the marketplace. Contracts under \$25,000 are reviewed and approved by the Superintendent's office.

Additionally, The Lawson Academy adheres to all procurement requirements set forth by TEA's General and Fiscal Guidelines which are aligned to Title 2 of the Code of Federal Regulations (2 CFR) Part 200.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Statutory Requirement 1d:** Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The School Transformation Fund program will supplement the services that currently exist at The Lawson Academy. The funds will not supplant any state requirements or activities that previously received state or local funds. Grant funds will only be used to 1) expand educational options for the targeted students and 2) to coordinate currently available services for the benefit of the students. The Lawson Academy will ensure the coordination of Title Funds, IDEA, Career and Technical Educational Funds, local education dollars and private funding to be used effectively and appropriately. The Lawson Academy combines local, state and federal resources to expand programs and to minimize barriers to implementation and student achievement. To that end, the district coordinates funds from a variety of funding sources including ADA, Title I, Title III and State Compensatory Education funds to maximize the effectiveness of all grant funding:

- a) local funding from board members and supporters;
- b) professional development funding provided through the district curriculum and instruction department;
- c) staff funding sources to provide technicians to establish and support the campus technology systems; and
- d) facilities funding for furniture and educational materials will be used to support use of technology tools including computers, digital projectors, white boards, audio visual equipment, etc.

Because resources are limited, the challenge for educators is to make every dollar count. To that end, The Lawson Academy has a tiered, formal approach to gathering district and campus data/needs and aligning funding with those needs:

- District Improvement Plan (DIP): Guides District staff in the improvement of student performance for all student groups to attain state standards in respect to student achievement indicators.
- Targeted Improvement Plan (TIP): As an Improvement Required (IR) campus, the Campus Leadership Team engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address indices.
- Campus Improvement Plan (CIP): Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leaders.
- Comprehensive Needs Assessment (CNA): The CNA is the centerpiece of the educational planning process and driving force for the CIP, TIP and DIP. Planning teams are comprised of educators, parents, community members and business and community leaders.

These plans and procedures are updated as "living" documents. District and campus-level staff can review the needs, goals and objectives of each campus and allocate or supplement funding where appropriate.

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Statutory Requirement 1e:** Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Campus Leadership Team meets weekly to assess the needs of the district and the adjustments that need to be made to accommodate those needs. The Leadership Team is updating its Regulations manual so that all staff are cognizant of the district's practices as related to policy. The board reviews local policies and take action.

The team considers what is best for the general good of the district. The Lawson Academy's turnaround plan will create a comprehensive change in staff and instructional model. Practices scheduled to take place include:

- Co-teaching model for Math/Reading in a single double block class.
- Co-teaching model for Science/Social studies in a single double block class.
- Adjustment of the master schedule so that students benefit from Foundation Math and Foundation Reading classes.
- Double-blocking so that students will remain in the same classroom for two class periods to minimize disruption and loss of instructional time.
- Classes will begin earlier (7:30 a.m.).

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**Schedule #16—Responses to Statutory Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**Statutory Requirement 2:** Describe how the school redesign will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Use of the evidence-based decision-making cycle were used for this project effort.

Step 1: Identify Local Needs (initiated during FY18)

Step 2: Select Relevant Evidence-Based Interventions (submitted to 2018-2019 School Transformation Fund)

Step 3: Plan for Implementation

Step 4: Implement

Step 5: Examine and Reflect

The school redesign initially compiled a Campus Leadership Team which was used to identify local needs. This analysis resulted in identifying three key areas for attention: (1) student learning deficits, which includes support for core subject academic performance (reading, writing, and mathematics), (2) teacher quality, and (3) a sustainability plan. In this way, local needs were identified and this grant was prepared and submitted for funding.

The district turns to rigorous research on what works in education in order to select interventions. In fact, The Lawson Academy leadership instituted a relentless approach to reviewing and reflecting on their data to understand and address areas for improvement. Three (3) different evidence-based interventions were selected. Fortunately, two of the three interventions were piloted in the 2017-2018 academic year.

**Foundation Classes:** All students are to attend the Foundation Class (math) and Foundation Class (reading) to increase content knowledge. Curriculum is elementary-level, since many middle-school students do not have mastery of elementary-level content. This lack of mastery is evident in the standardized test results evaluated during the needs analysis. The goal for the pilot has been to enable 50% of students who scored "Did Not Meet" on the STAAR Mathematics exam in 2016-2017 to achieve demonstrable progress and to score "Approaches" or "Meets" in the 2017-2018 exam.

**MasterClass:** Students who scored two or more grade levels below the current grade were assigned to the "MasterClass" or self-contained classroom. The teacher and teacher aide assigned to this population were able to scaffold and direct instruction at the appropriate level for the students. When this student population was removed from the rest of the 'rotating' classes, faculty were able to deliver more on-grade-level instruction for the remaining student population.

**Summer Academy:** Custom content for enrolling 6<sup>th</sup> graders delivered during the summer when the campus is less busy and students receive more small-group instruction.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**TEA Program Requirement 1a:** Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Partnership Planning**☐ P2 Partnership☐ IMO Partnership**New School Planning**☐ Reset☐ Fresh-Start**Transformation Planning**☒ Talent Transformation Model☐ Transformation Strategy**For TEA Use Only**

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**TEA Program Requirement 1b:** Describe the applicant's vision for improving campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Lawson Academy's vision for campus improvement is identify the barriers to student performance and implement strategic initiatives that will enable all students to achieve their goals. While learning is a natural, inevitable human trait, the quality of learning is deeply dependent on conditions. In short, if we get the conditions right for each child, meaningful learning will occur.

Although specific outcomes will be determined as part of implementation, the following lists preliminary outcomes expected to improve:

1. **Academic Outcomes:** attainment of and sustained growth towards grade-level performance and masters grade-level performance.
  - a. The number of students who meet standards in math will increase from 15% (FY17) to 40% (FY19)
  - b. The number of students who meet standards in reading will increase from 18% (FY17) to 40% (FY19)
  - c. The percentage of students who meet standards on both reading and math STAAR will increase from 7% (FY17) to 25% (FY19)
2. **Other Student Outcomes:** enrollment, attendance, behavior, other quality indicators.
3. **Talent:** recruitment, development, retention, impact.
  - a. Effective application of Marzano resources in 100% of classrooms
  - b. Retention of 80% of certified staff
4. **Stakeholder Satisfaction and Engagement:** student/parent/teacher/community survey feedback steadily improves.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 101864

Amendment # (for amendments only):

**TEA Program Requirement 2:** Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the [Lone Star Governance Participant Manual](#)). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In its current implementation of the Managed Instruction theory of action, The Lawson Academy has selected a highly qualified Principal and engaged (in FY18) a Curriculum & Instruction Specialist to facilitate the implementation of instructional materials and methods. With the award of this grant, the Campus Leadership Team will continue to ensure that students experience consistency and quality of instructional delivery across all campuses so that the district, through the central administration, will be able to accomplish the Board's student outcome goals while operating within the Board's constraints. The Lawson Academy's Campus Improvement Plan is steeped in striving for tiered high performance and student achievement through strategic and high-impact data-driven decision making and investment. With the School Transformation Fund grant, The Lawson Academy intends to transform the school in to a high-performing school with appropriate and timely data-driven decision making, instructional intervention for students at the classroom, school and District levels, applicable hands-on learning and a continuum of care with parental and community involvement focused on the academic excellence of the student to strengthen the school's climate, value-add and pride of The Lawson Academy.

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**Schedule #18—Equitable Access and Participation**

County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

**No Barriers**

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Barrier: Gender-Specific Bias**

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Cultural, Linguistic, or Economic Diversity**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Gang-Related Activities**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Drug-Related Activities**

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

**Barrier: Visual Impairments**

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Hearing Impairments**

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Learning Disabilities**

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Physical Disabilities or Constraints**

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Absenteeism/Ttruancy**

#	Strategies for Absenteeism/Ttruancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: High Mobility Rates**

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Support from Parents**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Shortage of Qualified Personnel**

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Knowledge Regarding Program Benefits**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101864

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Lack of Transportation to Program Activities**

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Barrier: Other Barriers**

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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